

KEY SKILLS IN THE HISTORY CLASSROOM

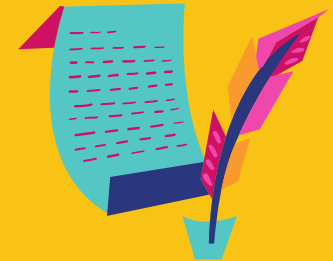
BEING NUMERATE



Graphs could be used by students to record patterns of change like 'How happy a particular section of society was' or 'How effective technological innovation was'. Label the Y-axis 1-10 and the X-axis with dates. Multiple groups could be drawn to build comparison.

Familiarise your students with the language of learning. Display posters on CBAs, share the Feature of Quality upon starting a CBA and use the Action Verbs of the Learning Outcomes in lessons.

BEING LITERATE



MANAGING MYSELF



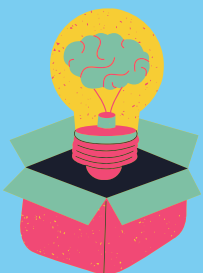
Card Ranking is a thinking tool that gets students to prioritise and make judgments. Then it helps them to analyse and evaluate the criteria that they have used for making their judgments. Opportunities to work in pairs or small groups is also a good way of building skills in consensus decision making.

Graphic organisers can be used for exploring options to manage information. There are dozens of different types of available to help students organise their thoughts or information. You can find some ideas here: https://www.jct.ie/jcis/classroom_strategies

MANAGING INFORMATION AND THINKING



BEING CREATIVE



Photos can be used to develop students' capacity for empathy by imagining what it would be like to be in that moment. Creating mysteries is also a great way to introduce students to inquiry-based learning- What happened just before/ just after the photo?

Expanding headlines is a strategy to encourage students to write more complex sentences. Either individually or in groups, students are asked to expand on a given headline using more detailed information, drawing on their prior knowledge and vocabulary associated with this topic. A word bank could be given to assist them in the task.

COMMUNICATING



WORKING WITH OTHERS



Actively teach the skills needed for group work such as listening skills, leadership skills (shared and rotated), conflict resolution skills, how to give feedback, how to encourage each other before building group work into lessons. Structure group work in such a way that students need each other to complete the task.

STAYING WELL



Use cooperative learning methodologies where everybody feels included. Teach students to actively listen to each other by displaying a co-created T-chart explaining what active listening 'looks like' and 'sounds like'.